U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12WI3

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mrs. Dianna Kresovic

Official School Name: Magee Elementary School

School Mailing Address: PO Box 37
Genesee Depot, WI 53127-0037

County: Waukesha State School Code Number*: 13760160

Telephone: (262) 968-6450 E-mail: kresovid@kmsd.edu

Fax: (262) 968-6471 Web site/URL: http://www.kmsd.edu/MageeElem.cfm

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mrs. Patricia Deklotz Superintendent e-mail: deklotzp@kmsd.edu

District Name: Kettle Moraine District Phone: (262) 968-6330

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Terri Phillips

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district (per district designation):
   - 4 Elementary schools (includes K-8)
   - 1 Middle/Junior high schools
   - 3 High schools
   - 0 K-12 schools
   - 8 Total schools in district
2. District per-pupil expenditure: 9405

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 1

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	23	12	35		6	0	0	0
K	22	20	42		7	0	0	0
1	16	16	32		8	0	0	0
2	19	15	34		9	0	0	0
3	17	27	44		10	0	0	0
4	26	21	47		11	0	0	0
5	19	23	42		12	0	0	0
					Total in Applying School:			276

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
1 %	Asian
0 %	Black or African American
6 %	Hispanic or Latino
1 %	Native Hawaiian or Other Pacific Islander
89 %	White
3 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 4%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	9
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1, 2010	276
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 15%

Total number of students who qualify: 42

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 18%

Total number of students served: 50

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

4	Autism	0	Orthopedic Impairment
0	Deafness	3	Other Health Impaired
0	Deaf-Blindness	10	Specific Learning Disability
4	Emotional Disturbance	18	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	11	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	14	2
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	2	5
Paraprofessionals	3	6
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	1	4
Total number	21	17

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	96%	97%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	
Enrolled in a 4-year college or university	%
Enrolled in a community college	%
Enrolled in vocational training	%
Found employment	%
Military service	%
Other	%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☐ No

☉ Yes

If yes, what was the year of the award? Before 2007

PART III - SUMMARY

From the moment someone enters the school, it is obvious that Magee Elementary cares about children. Striking photographs of Magee students engaged in various learning activities grace the walls of the entrance. Student art work and personal stories saturate hallway bulletin boards allowing all teachers, students, families and visitors to feel personally connected to our students. The tradition of posting pictures of all graduating classes gives students a sense of history and belonging in this very special place.

Magee is a preschool through 5th grade-elementary school that sits on 21 acres in western Waukesha County, Wisconsin. The campus includes a butterfly garden, wooded area and remnant prairie that serve as outdoor classrooms for our students. The school was founded nearly 160 years ago as a one-room schoolhouse on the farm of John Magee. Although it has undergone several expansions, it retains its strong "family" feeling today. Remnants of the original Magee schoolhouse embellish the front foyer to remind all who enter of our rich history. Magee staff honors the principle of old-fashioned school values as we invite parents and community members to visit and engage in children's day-to-day learning.

Other traditions make Magee unique, too. For example, on the first day of school, the Magee community is welcomed back with an all-school barbeque allowing new students and families to begin forming relationships and current students and families to reconnect. The day before winter break begins, everyone on staff gathers in the entryway of the school singing holiday songs to children and families as they enter the building. During the month of February, each child is recognized with a heart on the hallway wall from a parent or teacher sharing how special s/he is. On the last day of school, staff and students celebrate during Park Day activities giving staff the opportunity to make that last connection with students before summer break. Like a family saying farewell after a holiday meal, the staff gathers once more to wave good-bye as the bus and cars pull away.

Magee's size creates a warm, family atmosphere. With 276 students in the school, staff members know children's first names even if they are not the child's classroom teacher. We know parents and grandparents. Some staff members even remember the parents as former Magee students! We show support for Magee children by attending non-school-related activities such as performances, sporting events and special family activities. At a time when our district is experiencing declining enrollments, our small, family-like school continues to attract students from outside the district through open enrollment. Many staff members have moved into Magee’s boundaries, inter-district transferred or open enrolled their own children to receive a “Magee” education. Many parents cite Magee's welcoming atmosphere as a major reason for choosing our school.

The importance of teaching the whole child is evident in Magee's Mission and Belief Statements. We believe in academic performance, developing creativity, and nurturing self-confidence, respect and responsibility. We believe in the “whole” child! The Mission Statement is written with student-friendly simplicity and the acronym of keeping students "On TRACK" ensures that all children can understand the focus of the school:

"The mission of the Magee Community is to inspire students to "Think, Reflect, Achieve, Create and be Kind."

At Magee, the positive learning environment works in tandem with strong academic rigor to produce excellence in our students. Their academic performance includes consistently earning some of the state's highest scores on standardized tests. The innovative use of technology through personalized learning opportunities challenges students to advance as readers, writers, problem solvers and thinkers. Our students enjoy learning without boundaries through meaningful field trips, including a 3-day overnight outdoor education experience, Skyping with students and experts in China and Hawaii and experiencing simulations of "real life" in programs like Virtualville (which explores the American political system) and

BizTown (the Junior Achievement business education program). Magee students placed in the top three in the Wisconsin Educational Media and Technology Association's (WEMTA) Media Fair, six years out of seven.

Finally, the dedicated staff all work together to make Magee worthy of Blue Ribbon status. They have been invited to speak to national organizations, been recognized for their teaching excellence and leadership and are dedicated to professional growth. It speaks to the strength of the staff that they have transitioned three new principals in six years, never breaking their stride of continuous improvement and academic excellence. There is a high level of collegiality among the staff that includes all adults in the building from support staff to classroom teachers to specialists to the principal. Students are the beneficiaries of this common purpose and shared respect, for all in the building are striving for the same purpose. Our purpose is our kids!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A.) When considering school assessment data, Magee holds a high standard for annual growth on the Wisconsin Knowledge and Concepts Examination (WKCE) as well as exceeding the State's Annual Yearly Progress Objective on this standardized test.

Magee has repeatedly exceeded this state AYP objective. Magee students at all grade levels consistently scored at least 18% higher than the state's expectation in reading and by 27% higher in math.

In Reading for 2010-11, third graders scored 98% proficient and advanced, with 83% in the advanced category. Magee fourth graders also scored 98% proficient and advanced, with 53% in the advanced category. Fifth graders followed a similar pattern, scoring 98% proficient and advanced with 55% in the advanced category. In all three grade levels, these scores included students in specialized subgroups all scoring within the proficient or advanced categories.

In Math for 2010-11, third graders scored 98% proficient and advanced, with 60% in the advanced category. Fourth graders scored 95% proficient and advanced, with 74% in the advanced category. Fifth graders scored 98% proficient and advanced, with 76% in the advanced category. In all three grade levels, these scores included students in specialized subgroups all scoring within the proficient or advanced categories.

A culture of high academic achievement and a "can do" attitude foster opportunities for students to grow academically and socially in Magee classrooms.

B.) Five year performance trends consistently demonstrated high levels of student performance. When slight dips occurred, we examined whether the score was affected by the number of Students With Disabilities (SWD) taking the test. With only 40-50 students taking a test at each level in a given year, even a 2- or 3-student difference in SWD test-takers can affect results. This will be noted with ("SWD Effect:")

Another consideration when analyzing test scores is Magee's longevity of high performance. When a school scores consistently in the 98-100% proficient range, improvement becomes difficult to measure.

With this in mind, it is possible to recognize trends in student achievement. In third grade reading, Magee's students began in 2006-07 with 90% in the proficient and advanced categories. In the 2008-09, the percentage of proficient and advanced dropped to 82%. (SWD Effect: increased ratio of SWD test-takers from previous years (22%); of these students, 40% scored minimal or basic). Interestingly, throughout the five years, advanced scores increased from 63% to 83%.

Fourth grade readers produced an upward trend in scores. From 2006-07 to 2008-09, reading scores increased from 89% proficient and advanced to 100%. (Positive SWD Effect: fewer SWD test-takers, and increased SWD scores). The scores stabilized between 98% - 100%. Longitudinally, the same group of students demonstrated growth. Third graders in 2006-07 performed at 90% and increased to 92% as fourth graders. This trend continued for each group of students. The greatest increase occurred in the third grade group of 2008-09 from 82% to 100% the following year. (SWD Effect: two fewer test-takers, and only 16% of total class were SWD compared to 22% the year prior.)

Fifth graders followed a similar trend in reading. They increased from 92% in 2006-07 to 98% by 2010-11. However, the trend in advanced scores decreased from 67% to 55% over five years. (SWD Effect: SWD test-takers in advanced category decreased from 38% to 13%).

Overall, the students demonstrated a steady increase in reading performance over the past five years. This may be due to continuous commitment to professional development and increased fidelity of Readers Workshop. Another factor is the increased volume of time students are spending reading, which correlates strongly to increased reading performance. Over time, teachers have improved formative assessment measures and analysis to inform instruction. The addition of reading coaches and intervention teachers may also have contributed to increased reading scores.

In the area of math, third graders have performed in the mid to high 90th percentile throughout five years. Scores for 2009-10 and 2010-11 showed a steady hold at 98% in proficient and advanced. The percentage of advanced also held steady with a range across the years of 51% to 67%.

Fourth graders grew dramatically from 2006-07 to 2008-09, a change from 91% to 98% in proficient and advanced. The scores held steady in a range of 95% to 100% from 2008-09 to 2010-11. Longitudinally, the same group of students in third grade typically improved in percentage when in fourth grade. (Positive Effect: SWD test-takers' percentage of advanced scores increased over time).

Fifth grade math students increased scores from 2006-07 to 2010-11 from 94% to 98% in proficient and advanced. In 2007-08, the scores dropped to 88%. (SWD Effect: one-fifth of the test-takers were SWD students and fewer scored proficient when compared to other SWD fifth graders over the years.)

The general trend of improvement in math scores is likely due to the strength of "Everyday Mathematics", the addition of "Fosnot" math units, and the staff's commitment to analyze data to inform instruction.

2. Using Assessment Results:

The Magee staff makes a yearly commitment to analyze student data to inform teaching and improve performance. The staff values the need to gather a variety of reliable data points for each student to help us gain a deeper understanding of each child as a learner and inform our decisions. Data includes WKCE, Measure of Academic Progress assessment (MAP), Every Day Math unit assessments, writing samples, Teacher's College leveled reading assessments, running records, early reading assessments including Concepts about Print, hearing sounds in words and sight words as well as early numeracy assessments including Number Knowledge.

At Magee, information is displayed on a data board representing our individual student data simultaneously with a school picture of data. Grade level data teams, including specialists, meet to analyze individual and grade level data, asking critical questions about meeting needs of all learners. The teams gather around the data board after district benchmark assessment windows and after intervention sessions to update data and analyze the effects of intervention and student growth. We believe in sharing responsibility and are determined to help every student make adequate growth and reach their full potential through a systematic approach.

In addition to formal school data meetings, Magee teachers meet weekly during common planning time in a variety of team configurations. This time is used to analyze student data at the classroom level. For example, teachers may bring student writing samples from writer's workshop or samples of responses to reading, to discuss needed whole group lessons and which students may be grouped together for follow-up small group lessons. Teachers also consider which students would benefit from extension opportunities. Common planning time is also used to analyze curriculum and teachers then make intentional decisions about unit and lesson planning.

Magee staff responds to current research, ensuring our data drives our instructional decisions and that our methods of instruction ensure best practices. Staff has been growing their knowledge of Response to Intervention and making decisions about new ways we can explore, represent, and use student data. Staff realizes and reflects on the need to build intervention practices into each classroom ensuring struggling students have increased opportunities for intentional instruction within the school day. Since Magee

strives for individual growth, staff analyzes the continuum of growth for each student and makes intentional instructional decisions to increase student performance beyond just meeting the grade level benchmarks. If teachers need extra support in making critical decisions about a struggling student or a student who needs extended learning opportunities, a Learning Enhancement Team also meets weekly with individual teachers to help analyze data and other factors that may be affecting a student's performance and success as a learner.

Along with continuous analysis of school data, The Magee School Leadership Team participates annually in a district two-day "data delve", along with all other Kettle Moraine schools. The importance of this time is two-fold. First, Magee staff has a dedicated time to closely analyze student data, looking for trends and gaps, to ask questions, dig deeper into considerations, and create plans and goals for continued improvement. Second, Magee staff have the opportunity to understand district data and how Magee fits into that picture, ensuring that our school goals reflect, refine and extend district goals.

Through "data delve" experiences, Magee has set high expectations and clear performance improvement goals for our students and staff. For example, after analyzing mathematical data, a weakness was noted in math written response on the WKCE. To address this "gap", staff targeted written response problems in EDM to use as student practice. Teacher teams also developed written response assessments and rubrics at each grade level to assess proficiency. Each fall, teachers used a baseline assessment to inform instruction with the purpose of teaching students how to write about their mathematical thinking. Quarterly assessments followed to systematically measure growth. Teacher teams met to analyze and discuss results making instructional decisions, both for whole group and for intentional small group instruction. Growth and goal setting was shared individually with parents at parent-teacher conferences.

Magee staff meets regularly as grade level teams, vertical teams, and whole staff to discuss data and student performance, and they value parent and community support in understanding how data drives instruction. Parents receive formal written MAP data results three times each year and WKCE data results once each spring. After formal district reading benchmark assessments, results are shared and updated three times per year in the reporting system. Other formal results of unit learning target assessments are shared through the parent reporting system as each unit concludes in reading, writing and math. Formative assessment data within the classroom continuously informs instruction in tandem with these formal measures. This information is shared through parent conversations at formal conferences in fall and spring, but also when needed throughout the school year.

3. Sharing Lessons Learned:

Magee expects its students to collaborate and communicate, and the staff model that expectation by collaborating with teachers inside and outside our building walls. Staff have presented at district in-services, and regional, state, and national conferences. Our staff's influence has reached outside America's borders as well.

The staff worked with teachers and students from around the state in creating "Art of Writing," a young authors and artists conference at the Milwaukee Art Museum, held twice a year. The model, developed to teach students and teachers the writing process, is now being used at the Louvre Museum in Paris, France. More than 10,000 students and 2,000 teachers have participated in the conference.

Further, our staff presented at the annual Wisconsin State Historical Society Conference and helped create a textbook, a manual, and a documentary to help students and teachers across the state and country learn to think like historians. To share the school's work with students with special needs, the staff presented to the Kettle Moraine Autism Support Team.

On a national level, Magee staff presented information on digital storytelling at the Association for Supervision and Curriculum Development (ASCD) National Conference and at the National Council of Teachers of English (NCTE) National Conference. In addition, Magee was represented at the National State Teachers of the Year Conference and the Education Commission of the States Conference. Since

teacher leadership is an important value at Magee, staff have presented at the Phi Delta Kappa International Educators Conference as well.

Committed to the district vision of "Learning without Boundaries", Magee is part of the district's "Next Generation Learning" action research. Teacher teams participate in personalized learning through project based and anytime-anywhere opportunities creating authentic student experiences. Then the teachers share their learning and results with colleagues. The staff presented at the Council of Chief State School Officers' National Summer Conference; "The Educational Landscape of the Future" National Conference hosted by Pearson; "A Research to Action Forum on Competency-Based Education" hosted by the University of Iowa and the Iowa Department of Public Education; and the regional Cooperative Educational Services Agency Conference on Personalized Learning.

4. Engaging Families and Communities:

Students at Magee are successful because of the strong school-home connection that is a part of the school's culture. Parents feel welcome in the building, many of them on a first-name basis with their children's teachers and other staff who support learning. Younger siblings call Magee "my school" long before their name is on a class list. Our staff strives to involve families and the wider community as an integral part of student success.

Parent volunteers are often found in a variety of contexts: helping with reading, assisting in the computer lab, shelving books in the library, or chaperoning field trips. Our PTO provides endless hours of fundraising to sponsor special events such as Earth Day, Science Day, Fine Arts Day, and Junior Achievement. While many other schools have lost these types of enrichment experiences, our engaged PTO supports them with their person-power and dollars.

Staff, students and their families participate in programs such as Movin' and Munchin' Miles and Jump Rope for Heart to promote wellness and physical activity. Community fundraisers such as Zumbathons and Walk-a-thons raise money for school events.

Our Veteran's Day event is an example of school-community connections. Magee invited members from our nearby St. Johns' Military Academy and local veterans to share their stories with our students. The assembly was filled with school children, relatives and community members all coming together to honor our service members. The day involved art projects, a Powerpoint presentation and songs from the choir. Our assembly touched many people young and old.

Beyond our school's doors, the community learns of our students' accomplishments through articles in the local newspaper which often features our service projects led by Student Council. Through good works like Coins for Cancer, Soles for Souls, and food drives, our students see themselves as important contributors to the world around them. In return, the members of the community think of our students as "their kids" when they attend concerts, pasta dinners, pancake breakfasts, community fairs and the Halloween parade.

It is through these strong bonds that our students know that the "whole village" values them as people and as learners. It is why former students return years later to touch base with their teachers and why, when they graduate from high school, Magee grads still break into the school song, "We Are Magee!"

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Magee sets high expectations and standards for all students. We use a balanced assessment framework that aligns to the Common Core Standards. Curriculum teams establish learning targets for students to become self-directed learners. Our curriculum centers around students knowing and internalizing learning targets to become self-directed learners.

In Reading and Writing, the curriculum follows the philosophy of Workshop Teaching: the Curricular Calendar of Units of Study from Columbia Teacher's College (TC). Our Literacy Team has created a Reading Growth Chart, based on research from Fountas & Pinnell and TC, to project appropriate yearly growth for readers across grade levels to make the learning objectives explicit to students and parents. During Workshop, students of similar ability gather for small group instruction, for re-teaching and practicing a specific strategy or skill, or to learn a new skill for extension.

The “Everyday Mathematics” (EDM) program is the foundation of our math curriculum. However, as is true for many of our subject areas, teachers seek supplementary materials to enhance rigor and extend student learning. Fosnot's “Contexts for Learning Mathematics”, is one supplement providing students with a real life context in which to apply mathematical reasoning. In addition, teachers use the math website, “Dreambox”, for intervention, enrichment, and as an additional resource in the classroom.

Our students learn science using the Full Option Science System (FOSS), which employs a hands-on approach. Lessons include collaborative learning, inquiry, multisensory methods and integration of disciplines across content areas. This curriculum was selected to teach process science, so students apply their learning in various contexts in the future.

In Social Studies, teachers craft lessons on various topic or region-related curricula. The study of cultures, maps, government, community and geography engage students in project-based learning.

Our sequential, literacy-based Music curriculum was designed by the district Elementary Music Team. Elements of both Orff and Kodaly teaching methodologies are used. Students, beginning in kindergarten, receive introductory piano keyboarding instruction as a way to complement the other learning targets in our curriculum. To further emphasize music literacy skills, fifth grade students must participate in a music ensemble (band, choir, orchestra or keyboarding).

Our Magee Visual Arts Curriculum nurtures the whole child and supports the KM District Initiative of Personal Development. All art projects encourage teamwork and building relationships with collaboration and creative problem solving, aligned with classroom content to reinforce learning. Reflecting on one’s own artwork and that of others, students build creative cultural connections helping them articulate and express purpose and emotions.

Physical Education & Health/Nutrition has a developmentally-based curriculum. The primary grades are focused on skill and fundamental development. The intermediate grades are focused on sport-specific skills. It emphasizes life-long fitness and health using the Wisconsin DPI's Movin' and Munchin' Miles (a healthy lifestyle initiative), Red Cross CPR Training and other nutritional education developed by the school nurse which includes our newly launched "Taste-It Tuesdays" to introduce students to healthy food choices they might not otherwise try.

Technology is infused in all classrooms and across subject areas. At Magee students are engaged in independent reading and writing, researching and math activities. Through a variety of technology, including iPads, iPods, Promethean Boards and Student Responders, students work independently and

collaboratively on projects. Collaboration and careful scaffolding of curriculum offer continuity across all grade levels and content areas to ensure student success.

2. Reading/English:

Using a Balanced Literacy approach, best practices in reading instruction are incorporated through several components: Reader's/Writer's Workshop, Columbia Teachers' College (TC) Units of Study and a Student Data Board to personalize instruction.

Current research maintains that student reading abilities improve with increased reading volume, which includes high interest texts at appropriate levels in various genres. The Workshop Model allows students choice and time to accomplish the volume of reading necessary to ensure growth.

The rigor of this format meets Magee's high expectations for student learning. Mini-lessons and individual conferences allow teachers to focus their instruction and monitor progress. Guided reading and small group instruction provide students with opportunities to practice skills in a smaller setting, receive re-teaching, and meet with peers working on the same strategies. Workshop teaching engages students in goal-setting, creating opportunities for personalized learning on a daily basis.

Early literacy skills are built through shared and small group experiences including phonemic awareness and concepts about print. Word study provides students with practice in hearing sounds in words, understanding patterns, and developing strategies to decode words and create meaning. Shared reading allows for students to learn and practice how to use reading skills and strategies together, from letter to word level, to making meaning from the text. Finally, an interactive read aloud provides the teacher with opportunities to build a sense of richness of text, shared understandings of context and content, models for effective writing, and mentor texts for deeper, higher-level thinking.

At Magee, teachers are committed to meeting the needs of our struggling readers. We monitor progress through our Response to Intervention (RtI) process, making grouping decisions based upon amount of reading growth. Magee uses a Data Board that personalizes assessment for each student. The board as a whole gives a "picture" of the school's student population. More importantly, teachers use the data board to prompt deep collegial conversations about next teaching steps for our students. Teachers use the assessment and other information about each child to personalize a plan for learning and support.

Our shared learning targets allow teachers to meet the needs of students through a variety of methods that supplement Workshop. Some students are engaged in specialized project-based learning rather than following all the units of study in reading or writing. The standard learning targets hold all teachers accountable for the concepts being taught, but allow for some flexibility of how to get there.

3. Mathematics:

Math instruction enjoys special emphasis at Magee. Our math program is based on the Everyday Mathematics (EDM) curriculum. Teachers have a strong understanding of its problem solving approach to everyday situations, its cyclical nature that constantly revisits concepts and its rigorous practice and application of math skills. Magee also uses a target-based math reporting system which allows students to know, up front, what EDM targets they need to master for each unit at each grade level.

While EDM is respected for its rigor, staff at Magee recognized the opportunity to enhance the curriculum by implementing units from Contexts for Learning Mathematics by Cathy Twomey Fosnot alongside the EDM curriculum. These grade level specific units follow a workshop model and provide students with a real life context in which to apply advanced mathematical reasoning. Students work in pairs to discuss, investigate and delve into mathematics. In addition, students create posters that express and prove their math conjectures. Students meet in Math Congresses to share, push and enrich their new math learning. Another component of Contexts for Learning is quick, skill-centered mini-lessons that develop students' mental math and number sense ability. In addition, Fosnot's math website Dreambox is

also used for intervention, enrichment, and as an additional resource in the classroom.

Differentiation is the key to success for all students. Magee uses a variety of tools to advance math learning. Origo Think Tanks, Learning Cards, and games provide additional problem solving challenges and enrichment for students. In addition, students in the talent development program have been accelerated to a higher grade level or placed in small groups led by a talent-development coordinator to further math learning beyond the grade level expectations. Students also participate in Problem of the Week hosted by Drexel University and use online learning programs through Assessment and Learning Technologies (ALEKS).

Early number sense is vital to develop math confidence and competence. At Magee, students in grade K-2 are screened using the Number Knowledge Assessment. Students who are identified as needing math support meet in small groups and are instructed using the Number Worlds program. Students are given a "double dose" of math which moves them towards grade level proficiency. This program increases students' number sense so they can be successful in the regular math lessons.

4. Additional Curriculum Area:

Magee's Mission Statement encompasses the belief that education of the whole child is important and necessary. This is borne out in Magee's strong support of the arts and physical education. Not seen merely as add-ons, our Specialists are an integral part of the staff, collaborating with classroom teachers to provide cross-curricular instruction. In their classrooms, our art, music and physical education teachers emphasize personal responsibility, self-directedness and character. Of special note is our music program. In keeping with an overall emphasis on using Workshop Teaching at Magee, our music teacher is adapting this model for her music classroom. Her three-year plan for the "Player's Workshop" (on piano keyboards) includes observations of Workshops in K-5th grade classrooms and a phased-in implementation that began with 4th grade classes last fall.

Her adapted workshop includes a Mini-Lesson, Solo Practice and Partner Practice. Following the 5-minute mini-lesson, students plug in their headphones to do solo practice using a variety of practice "menus" like Five Ways to Play a Song, How to Learn a Song Faster, and What to Do When Stuck.

If they complete all of this with time to spare, the teacher uses this information to differentiate for those students who consistently finish their solo practice early.

During partner practice, two students use headphone splitters to practice the song together in a number of ways, one of which includes peer coaching. During solo and partner practice, the teacher does mini-conferences with individual students as would a teacher in a Reader-Writer's Workshop.

The teacher's observations of students learning keyboarding in this way reveal that "they are thinking more for themselves." They are learning to decode musical notation, in essence, "thinking in a foreign language, since the language of music is like nothing else they’ve spoken or read up until now."

In addition to inspiring students to "Think" like musicians, our music program meets the other goals listed in our mission of keeping students "On TRACK." Students "Reflect" on the historical significance of certain songs. They "Achieve" reasoning targets that parallel critical thinking required in all other subject areas. They "Create" by composing and improvising melodies, rhythms and actions. As in any other classroom, music students are constantly encouraged to be "Kind". They are expected to be supportive and encouraging of each other when taking risks to perform solos, improvise, or share ideas while creating.

5. Instructional Methods:

Magee Elementary provides a wide variety of differentiated instructional opportunities at all ability levels. Students and staff work together creating their path to high-level learning. This process begins when staff,

including administration, specialists, special educators, and classroom teachers, consider a number of variables such as social, emotional and instructional needs of students for class placement. This ensures a positive classroom culture which embraces different learning styles and academic needs.

Workshop teaching is the basis of most instruction. During Workshop teaching, Magee teachers provide authentic instruction and learning through mini-lessons, whole group discussions, flexible grouping, investigations, strategy groups, partner sharing, and independent work.

Teachers understand the need to group students and when to provide intervention. Staff continuously examines data from formative assessments to determine what will push learning to the next level. When appropriate, teachers group by similar abilities to allow students to work on specific learning targets. Magee's teachers also use mixed-ability grouping to provide deeper thinking and encourage student driven learning.

Subject areas have defined learning targets for each content area. Targets are referenced daily and posted to focus instruction and motivate students to take ownership of their learning. When students are not reaching learning targets, teachers use reteaching and guided practice to help students strengthen skills. If students continue to demonstrate a deficit in the areas of reading or math, intervention is provided to allow for double-dose instruction. The talent development coordinator supports classroom teachers by providing appropriate instruction for high achieving students.

When classroom teachers need additional support, teachers are able to collaborate with the Learning Enhancement Team (LET). LET is comprised of a lower and upper elementary teacher, guidance counselor, special educator, school psychologist, and principal. LET meets weekly using the Response to Intervention (RtI) model to review students' needs to develop goals, provide supports and strategies for classroom teachers.

Technology such as interactive white boards, iPods, iPads, Podcasting, Skype and YouTube are woven into instruction to get students excited about learning. Apple iTouches allow students to practice math facts, develop reading fluency through voice recordings and tell digital stories. Students create personalized learning museums about units of study on their netbooks, while others use voice output communication apps and voice recognition software to increase independence. Technology is utilized to introduce, reinforce and extend instruction, connecting students to the wider world.

6. Professional Development:

Research states that a fundamental ingredient in student success is the quality of the teacher. At Magee, we have a culture committed to building teacher quality and capacity. The touchstones of the "What Matters Most" framework identify five main components: guaranteeing challenging, engaging and intentional instruction; ensuring curricular pathways to success; providing whole-child student supports; creating high-performance school cultures; and developing data-driven, high-reliability district systems.

Highly effective teachers challenge their students, create positive classroom environments, and are intentional about their teaching (Goodwin, 2011). In addition, teacher feedback that is descriptive and specific, explicit in a mission of improvement, and that sets clear goals is closely linked to the effect of learning (Calkins, 2012). Our district provides staff development to build these three components of an effective teacher.

Teachers at Magee engage in continuous reflection and improvement throughout a school year to improve their instructional practice. Staff meets weekly in Common Planning Time (CPT) teams to analyze and plan curriculum. They examine student work samples to make teaching decisions. Teachers engage in professional reading and discussions, as well as attend professional conferences, to implement best practices in all content areas.

Through district in-service, Magee staff have opportunities for continuous learning based on the district

initiatives of Assessment For Learning, Response to Intervention (RtI), Workshop Teaching, Personalized Learning and Technology and Citizenship and Personal Development. Through these opportunities, Magee teachers learn techniques and new information about teaching with intention, providing explicit feedback and providing challenge or additional teaching to students. They learn the "how" and the "why" of instruction.

In their classrooms, they "practice" and receive feedback from administrators, coaches and peers. This collegial coaching is especially important in our new teacher mentoring structure through which trained mentor teachers meet weekly with new staff to ensure smooth transition and success.

Magee teachers continuously create positive environments in their classrooms and within the building as a whole. Magee has that feeling of "community" because teachers care about the overall culture of the building. This year, Magee staff, through the School Leadership Team, has been researching and learning strategies to create a positive behavior management system for the building. Kettle Moraine School District has also committed to training staff in Positive Behavior Interventions and Supports (PBIS). Through this learning and training, Magee teachers have committed to strengthening some of our practices with fluidity of behavior expectations and common language.

7. School Leadership:

The leadership at Magee is an interwoven structure that is represented not only by our School Leadership Team and our building principal, but also our entire staff. Magee's small staff is comprised of motivated and passionate educators that all work towards attaining the same objectives and goals for our students.

The Magee School Leadership Team is a diverse group of staff that represents all grades and areas of our school. This heterogeneous group allows for everyone in the school, lower primary through upper primary teachers, special education staff and specialists, to have representation in making decisions that support our school's mission. Our role in the school is twofold. As a team, we work closely with our principal. Together we brainstorm, plan, and then educate our staff on issues and initiatives that guide and support our beliefs. We engage in school-wide topics, such as initiating the Positive Behavioral Interventions and Supports (PBIS) behavior system, and district-wide issues, such as school and district testing data. Together, we examine and research best practice and then deliver information and choices to the staff. It is then that the entire staff has the opportunity to become directly involved in making decisions that are in the best interest of the school, our students, and our community.

The Leadership Team serves as the voice of the staff and school. We act as a liaison between our staff and our Parent Teacher Organization to help foster home-school relationships through clear and efficient communication and school involvement. We serve a similar role on the district leadership team, making connections through strong communication to align with district initiatives.

The role of principal is essential for a successful school. At Magee our principal is a strong leader who motivates our staff by creating an environment of collaboration and respect. She encourages teachers to reflect on their practices and share concerns, or successes, with colleagues. Our principal supports professional development and models her own "best practice" learning. Magee's principal demonstrates a clear vision of how to guide and support the Magee mission, but also has the courage to trust the staff to play an important role in collaborative decision making.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Wisconsin Knowledge and Concepts Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	98	98	93	94	96
Advanced	60	67	52	63	51
Number of students tested	40	42	44	48	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested	5	4	1	2	5
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	0	0	1
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	1	2	1	0
4. Special Education Students					
Proficient and Advanced			90		
Advanced			40		
Number of students tested	7	6	10	6	8
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	0	0	0
6. Asian					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	0	0	0
NOTES:					

12WI3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Wisconsin Knowledge and Concepts Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	98	92	82	96	90
Advanced	83	52	55	67	63
Number of students tested	40	42	44	48	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested	5	4	1	2	5
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	0	0	1
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	1	2	1	0
4. Special Education Students					
Proficient and Advanced			60		
Advanced			40		
Number of students tested	7	6	10	6	8
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	0	0	0
6. Asian					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	0	0	0
NOTES:					

12WI3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Wisconsin Knowledge and Concepts Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	95	98	100	98	91
Advanced	74	81	85	60	77
Number of students tested	43	42	47	52	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested	3	1	3	5	0
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	0	1	0
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	1	1	0	1
4. Special Education Students					
Proficient and Advanced					60
Advanced					40
Number of students tested	7	7	6	9	10
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	0	1	1
6. Asian					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	0	0	0
NOTES:					

12WI3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Wisconsin Knowledge and Concepts Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	98	100	100	92	89
Advanced	53	64	74	65	73
Number of students tested	43	42	47	52	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested	3	1	3	5	0
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	0	1	0
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	1	1	0	1
4. Special Education Students					
Proficient and Advanced					50
Advanced					40
Number of students tested	7	7	6	9	10
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	0	1	1
6. Asian					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	0	0	0
NOTES:					

12WI3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Wisconsin Knowledge and Concepts Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	98	100	96	88	94
Advanced	76	88	75	68	75
Number of students tested	42	48	52	50	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	2
Percent of students alternatively assessed	0	0	2	0	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested	3	4	5	0	2
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	1	0	1
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	0	0	1	0
4. Special Education Students					
Proficient and Advanced				50	
Advanced				40	
Number of students tested	8	4	8	10	8
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	1	1	0
6. Asian					
Proficient and Advanced					
Advanced					
Number of students tested	2	0	0	0	0
NOTES:					

12WI3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Wisconsin Knowledge and Concepts Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	98	98	93	92	92
Advanced	55	56	62	68	67
Number of students tested	42	48	52	50	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	2
Percent of students alternatively assessed	0	0	2	0	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested	3	4	5	0	2
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	1	0	1
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	0	0	1	0
4. Special Education Students					
Proficient and Advanced				70	
Advanced				30	
Number of students tested	8	4	8	10	8
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	1	1	0
6. Asian					
Proficient and Advanced					
Advanced					
Number of students tested	2	0	0	0	0
NOTES:					

12WI3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient and Advanced	96	98	96	93	93
Advanced	70	79	71	63	67
Number of students tested	125	132	143	150	143
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	2
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	100				
Advanced	63				
Number of students tested	11	9	9	7	7
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	1	1	2
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	3	2	3	2	1
4. Special Education Students					
Proficient and Advanced	86	100	92	76	69
Advanced	54	64	46	43	31
Number of students tested	22	17	24	25	26
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	1	2	1
6.					
Proficient and Advanced					
Advanced					
Number of students tested	2	0	0	0	0
NOTES:					

12WI3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient and Advanced	98	96	91	93	90
Advanced	63	57	63	66	67
Number of students tested	125	132	143	150	143
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	2
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	100				
Advanced	63				
Number of students tested	11	9	9	7	7
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	1	1	2
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested	3	2	3	2	1
4. Special Education Students					
Proficient and Advanced	91	100	79	75	54
Advanced	36	29	50	36	31
Number of students tested	22	17	24	25	26
5. English Language Learner Students					
Proficient and Advanced	0	0			
Advanced	0	0			
Number of students tested	0	0	1	2	1
6.					
Proficient and Advanced		0	0	0	0
Advanced		0	0	0	0
Number of students tested	2	0	0	0	0
NOTES:					

12WI3